



Michael C. Riley Elementary and Early Childhood Center

200 Burnt Church Road
Bluffton, SC 29910

Grades	PK-5 Elementary School	
Enrollment	696 Students	
Principal	Adrienne D. Sutton	843-706-8300
Superintendent	Dr. Jackie Rosswurm	843-322-2300
Board Chair	Bill Evans	843-322-2357

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Good	Good
2011	Good	Excellent
2010	Good	Excellent
2009	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

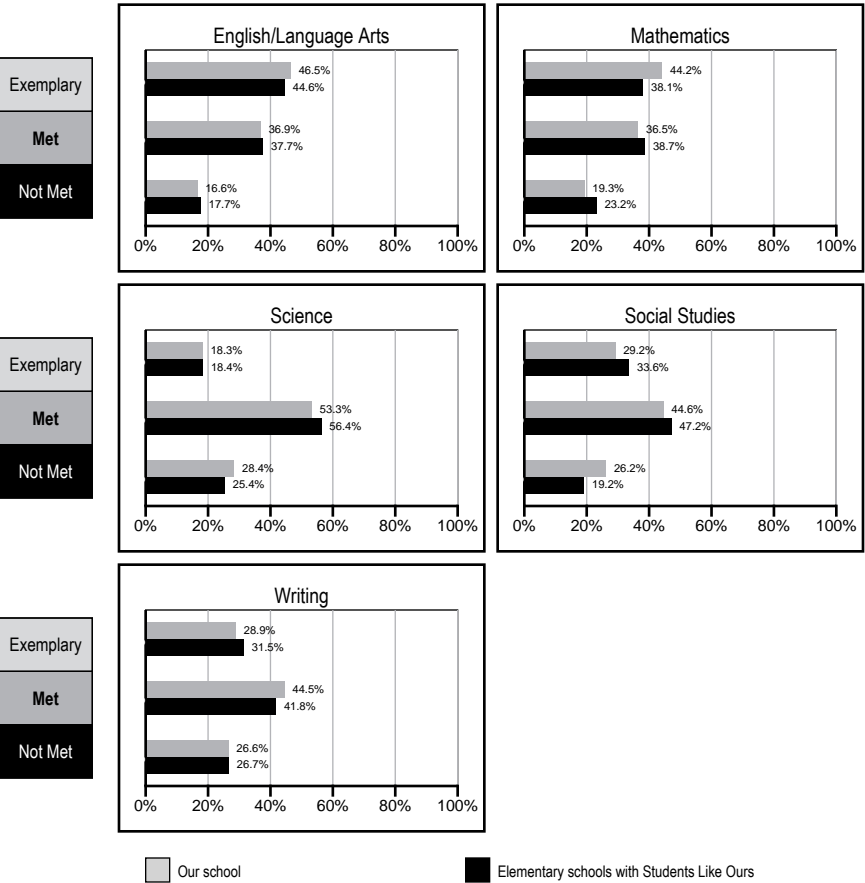
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	46	48	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=696)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	1.3%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.2%	96.3%
Served by gifted and talented program	11.8%	N/A	7.9%	7.2%
With disabilities	14.1%	N/A	13.5%	12.4%
Older than usual for grade	1.9%	N/A	2.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	58.3%	Down from 61.3%	62.5%	62.5%
Continuing contract teachers	80.0%	Up from 75.8%	85.7%	83.3%
Teachers returning from previous year	88.0%	Down from 88.5%	89.2%	88.3%
Teacher attendance rate	93.8%	Up from 93.2%	94.9%	95.0%
Average teacher salary*	\$48,696	Up 1.1%	\$48,718	\$48,193
Professional development days/teacher	11.2 days	Down from 12.5 days	11.2 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.4 to 1	20.2 to 1	20.1 to 1
Prime instructional time	87.2%	Down from 87.7%	89.8%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,446	Up 1.3%	\$7,107	\$7,364
Percent of expenditures for instruction**	72.0%	Up from 71.8%	67.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Up from 69.3%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The purpose of this narrative is to communicate Michael C. Riley Elementary and Early Childhood Center's progress towards excellence! We believe that it is our shared responsibility to establish instructional goals, monitor their progress, and develop long term academic, social emotional and career goals that prepare your students for the future. In review of our school and district data to state and national goals, we have established targets for academic growth, staff development, and parent education. Our school consistently scores among the Palmetto Gold and Silver winners, demonstrating high levels of academic achievement and growth within socio economic sub groups. The chart below highlights our progress:

Year Absolute Rating Growth Award Category

2007-2008	Average	Good	Silver
2008-2009	Good	Good	Silver
2009-2010	Good	Excellent	Silver
2010-2011	Good	Excellent	Gold
2011-2012	Good	Good	Silver

Ratings from 2011- 2012 school year reflect a requirement for heightened levels of performance; our school was one of only eight schools in Beaufort County School District earning a Palmetto Silver or Gold.

Where do we go from here? As the implementation of Common Core has become a reality we seek to prepare our students and parents. Our school has increased its focus on literacy in nonfiction text. Our curriculum standards have been articulated and reviewed for alignment and integration across content areas. The focus of assessments will continue to be on the "How" and "Why" of developing an appropriate response. For students in third, fourth and fifth grade we have introduced S.T.E.M., Science Technology, Engineering and Math as a supplement to our science program. Student involvement and teacher professional development in the areas of science and technology has allowed us to build a foundation with our students in areas of study that will lead to preparation in the fields of technology, math, engineering and science. We believe all students need to have exposure, instruction, and demonstrate proficiency in these 21st century career target areas. For our youngest students this means a focus on Inquiry Based Learning.

During our second year of PBIS M.C. Riley students continue to conduct themselves as proud Eagles by showing respect for others, acting responsibly, go safely, learn, and encourage. Flight school and celebrations help students monitor their success in meeting behavioral expectations. Our faculty has participated in a book study; The Leader In Me by Stephen Covey. We believe by building leadership skills students will chose, express and support positive behaviors. This is an area for parent education you will hear more about.

As a Title One school we have been able to support the needs of all students through increased literacy support, an extended day instructional program, full day prekindergarten, smaller class size, ongoing staff development, nurse care at both the Early Childhood Center and main building, a bilingual liaison and parent education programs.

We appreciate parents' enthusiasm while attending school sponsored programs such as Kids Club, Health Fair, Arts Festival, International Festival, Orientation, parent conferences, and Science Fair.

Adrienne Sutton

Principal

Dana Rowe SIC Co-Chair Jennifer Banks SIC Co-Chair

M.C. Riley Elementary and Early Childhood Center

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	108	52
Percent satisfied with learning environment	83.9%	90.7%	82.7%
Percent satisfied with social and physical environment	96.5%	90.7%	92.8%
Percent satisfied with school-home relations	89.3%	90.7%	87.1%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	88.1
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Michael C. Riley Elementary and Early Childhood Center school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	664.6	658.8	624.1	636.9	100.0	100.0
Male	660.2	659.8	625.8	640.0	100.0	100.0
Female	669.1	657.7	622.2	634.1	100.0	100.0
White	684.8	681.3	646.6	656.2	100.0	100.0
African American	653.5	645.0	622.8	631.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	648.5	640.9	603.0	622.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	627.7	615.0	582.7	612.2	100.0	100.0
Limited English Proficient	645.4	637.4	600.2	620.6	100.0	100.0
Subsidized meals	652.4	645.6	609.5	623.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	110	100	21.6	26.5	52	78.4
	4	113	100	14.4	35.6	50	85.6
	5	130	100	21.7	40	38.3	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	113	100	18.9	30.2	50.9	81.1
	4	103	100	21.6	34	44.3	78.4
	5	125	100	14.8	43.5	41.7	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	110	100	27.5	33.3	39.2	72.5
	4	113	100	10.6	32.7	56.7	89.4
	5	130	100	14.2	42.5	43.3	85.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	113	100	27.4	38.7	34	72.6
	4	103	100	19.6	29.9	50.5	80.4
	5	125	100	16.5	39.1	44.3	83.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	57	98.3	46.2	32.7	21.2	53.8
	4	112	100	18.3	64.4	17.3	81.7
	5	67	100	31.7	52.4	15.9	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	58	100	43.6	49.1	7.3	56.4
	4	101	100	23.2	49.5	27.4	76.8
	5	63	100	24.1	62.1	13.8	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	56	100	30.8	53.8	15.4	69.2
	4	113	100	9.6	53.8	36.5	90.4
	5	65	100	31	37.9	31	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	57	100	37.7	56.6	5.7	62.3
	4	100	100	16	37.2	46.8	84
	5	63	100	40.7	40.7	18.6	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	131	97.7	17.1	42.7	40.2	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	111	94.6	34	39	27	66
	4	101	94.1	28.6	46.2	25.3	71.4
	5	124	96	18.2	48.2	33.6	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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